



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Ms. Hughes **Lesson #: 3** **Facet:** Interpretation
Grade Level: 9 **Numbers of Days:** 1-2
Topic: Narrative Writing

PART I:

Objectives

Students will understand that character development is essential to telling a successful and effective story.

Student will know Important Events and People - How to effectively portray and develop multiple characters

Students will be able to represent the thoughts, personalities, and relationships of characters.

Product: Blog

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Standard: 3 "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."

Rationale:

Students will write short stories in which they demonstrate their skills in character development, plot development, and audience awareness.

Assessments

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

Students will use a Venn Diagram to demonstrate and represent characteristic and relationships between characters.

Section II – timely feedback for products (self, peer, teacher)

They will then participate in a Think-Pair-Share to get a great amount of feedback from their peers.

Summative (Assessment of Learning):

Blog (75 pts.) Students will create a blog in journal format to express the views and opinions of a character in their short story. Their blog needs to include at least 5 different journal entries from the point of view of one character from their short story. These journal entries can be in any format (visual, video, writing) and should all be linked to events that will occur in their short story. Any entry that consists of a video or visual should also include an explanation from the point of view of the selected character. The blog will be graded on effectiveness and understandability of the character from the short story. It will also be graded on creativity and development throughout the process.

Integration

Technology:

Blog - Students will use a blog to develop a character in depth from their short story.

Content Areas:

Graphic Design - Students will use a blog which will use computer technology.

Language - Students will use writing to develop their character by writing from his/her point of view.

Art - Students will be creative as they want by using visuals and video to develop the character.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Students will use a Venn Diagram to demonstrate and represent characteristic and relationships between characters. They will then participate in a Think-Pair-Share to get a great amount of feedback from their peers

Section II – Groups and Roles for Product

Students will be provided with feedback from the teacher as the process develops.

They will also be in table groups where they will also have the opportunity to discuss their ideas with their surrounding peers.

Differentiated Instruction

MI Strategies

Verbal: Students will be able to use their verbal skills to express the characteristics of the characters selected for their story.

Logic: Students will be able to organize their blog in a way that makes sense to them, and they should be able to explain why they chose the organization they did.

Visual: Students will be able to add visuals to their blog to help enhance the development of their characters.

Musical: The student may choose to link music to the blog that they imagine their character would enjoy. This could help explain and develop the personality of their character.

Intrapersonal: Students will be able to work on their blog posts individually.

Interpersonal: All students will have access to the blogs of their peers. This will allow for conversations to be had about the effectiveness and development of the characters.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

All absent students will have the opportunity to make up work missed because of an absence. It is the job of the student to find out what he/she missed in class, and what assignments are due when he/she returns to class. Students may communicate with the teacher by email or in person. Students will be given a new due date for assignments as decided by the teacher. Once this conversation has been had, the student will be accountable for turning in the assignment on the new due date.

Extensions

Type II technology:

Students will use an online blog to develop a character from their short story through a journal format

activity. This will allow students to save and edit their work as their ideas and events sequences may change throughout the process.

Gifted Students:

Gifted students will be able to expand on their individual creativity throughout the blogging process. They will be help to a high standard of writing and development of both characters and plot. They will challenge themselves individually based on their character development.

Materials, Resources and Technology

List all the items you need for the lesson.

Laptops

Graphic Organizer (Venn Diagram)

Scrap Paper

Writing Utensils

Projector

Source for Lesson Plan and Research

List all URL and describe.

[Blogger](#) - This will be the template used for the development of the character's blog.

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Classroom will be arranged into table groups of 4 students. This is to ensure that students do not get distracted by too many peers, but also to ensure that the students are given an opportunity to collaborate with their surrounding group members.

Day 1 - 70 minutes

Students will be given the assignment and all questions will be answered. Students will have the remainder of class to explore and personalize their character's blog.

Day 2 - 70 minutes

Students will be given the rest of class to complete the minimum of 5 blog posts by the end of class. The last 10 minutes of class should be attributed to emailing the links for the blogs created by each students to the teacher for grading and evaluation.

Students will understand that character development is essential to telling a successful and effective story. Understanding character development will give you skills to relating to and understanding people in the real world. "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." Students will have been hooked into the entire unit by movie trailers to introduce the idea of characters and plot development.

Where, Why, What, Hook Tailor: Verbal, Logic, Visual, Intrapersonal

Students will know: Important Events and People - How to effectively portray and develop multiple characters. Students will use a Venn Diagram to demonstrate and represent characteristic and relationships between characters. They will then participate in a Think-Pair-Share to get a great amount of feedback from their peers. A Fill in the Thought sheet will be used to prompt students in regards to important aspects of creating a characters personality. In their previous studies, students will have read fiction, non-fiction, short stories etc. Having this previous knowledge will allow students to articulate

their own thoughts in order to write a successful and effective short story. Content will involve writing and understanding characters and what makes up a successful characters. Students may be asked to create lists of characteristic they will need to develop characters in their short stories.

Equip, Explore, Rethink, Tailors: Verbal, Logic, Visual, Kinesthetic, Intrapersonal, Interpersonal

Students will use a Venn Diagram to demonstrate and represent characteristic and relationships between characters. They will then participate in a Think-Pair-Share to get a great amount of feedback from their peers. Students will create a blog in journal format to express the views and opinions of a character in their short story. Because this is an individual project, each student will be in charge of completing their own blog. Because of the classroom formation, the students will be allowed to have conversations with their table groups about the process they are going through in developing their character's blog. A Fill in the Thought sheet will be used to prompt students in regards to important aspects of creating a characters personality. Students will assess their work by determining what it is they want to include in the description of each character. The teacher will provide feedback about the strength of the characteristics chosen by each student.

Explore, Experience, Rethink, Revise, Refine, Tailors: Verbal, Logic, Kinesthetic, Intrapersonal, Interpersonal.

Students will be able to self evaluate their work during the two day process. Doing this blog online using a template will allow students to constantly change and reevaluate their character's personality. Students will also be provided with timely feedback by their peers during their work at their table groups. The completion of this assignment is dependent on work during the class, as well as work after the class is over. Because students have a specific due date, they will be allowed to work on their blog during any of their free time. Completion of this assignment is essential to the completion of the final product of this unit.

Evaluate, Tailors: Intrapersonal, Interpersonal.

Content Notes

Students will know.....

Develop detailed content notes so a substitute or a colleague can teach your lesson. (2-3 pages)

Students will know and understand the basics needed to write a story. In their previous studies, students will have read fiction, non-fiction, short stories etc. Having this previous knowledge will allow students to articulate their own thoughts in order to write a successful and effective short story. Content will involve writing and understanding characters and what makes up a successful characters. Students may be asked to create lists of characteristic they will need to develop characters in their short stories.

Handouts

List the items that need to be printed out for the lesson.

Venn Diagram - This will be used to help students develop their characters.

Rubric - A rubric will be given to show students what they will be expected to accomplish and get out of the third lesson.

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Students will be given a rubric so that they understand exactly what is expected of them.

Microscope: Students will be able to articulate their own story by using the storyboard to organize and analyze the development of the plot and character development.

Puppy: Students will be in a comfortable and fostering environment based on their classroom organization and table formation. Students will be in a fostered environment because they will be able to interact with their group members, and will be allowed to work on the storyboard at their own pace.

Beach Ball: Because this assignment is an individual assignment, and is asking for their own interpretation in creating a story, students will be able to use their own creativity to develop unique characters and events sequences.

Rationale: Students will demonstrate they have met the standard based on their ability to write a narrative in which they will develop their own characters and their own plot. The students will have to use well-chosen detail in order to effectively write their story and develop the characters and events sequence. Students will be able to create a short story based on a well-designed and structured plot and events sequence.

Standard 6 - Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Formative:

Section I – checking for understanding during instruction

Students will use a Venn Diagram to demonstrate and represent characteristic and relationships between characters.

Section II – timely feedback for products (self, peer, teacher)

They will then participate in a Think-Pair-Share to get a great amount of feedback from their peers.

Summative:

Blog (75 pts.) Students will create a blog in journal format to express the views and opinions of a character in their short story. Their blog needs to include at least 5 different journal entries from the point of view of one character from their short story. These journal entries can be in any format (visual, video, writing) and should all be linked to events that will occur in their short story. Any entry that consists of a video or visual should also include an explanation from the point of view of the selected character. The blog will be graded on effectiveness and understandability of the character from the short story. It will also be graded on creativity and development throughout the process.

Rationale: Students will be assessed during multiple aspects of creating the product. They will use a Venn Diagram to help self-assess their knowledge and understanding, and a Think -Pair-Share activity will be used to allow the students to receive feedback from their peers. Students will also receive feedback from the teacher throughout the process because of the formation and set up of the classroom.

Standard 7 - Planning Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Content Knowledge:

Students will know and understand the basics needed to write a story. In their previous studies, students will have read fiction, non-fiction, short stories etc. Having this previous knowledge will allow students to articulate their own thoughts in order to write a successful and effective short story. Content will involve writing and understanding characters and what makes up a successful characters. Students may be asked to create lists of characteristic they will need to develop characters in their short stories.

MLR or CCSS:

Standard 3:

"Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."

Facet:

Students will understand that character development is essential to telling a successful and effective story.

Rationale: Multiple skills are examined and considered when designing this lesson. The students will all be included in a comfortable environment because of the class formation. They will develop understanding of how they learn based on the assigned activities.

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

MI Strategies:

Verbal: Students will be able to use their verbal skills to express the characteristics of the characters selected for their story.

Logic: Students will be able to organize their blog in a way that makes sense to them, and they should be able to explain why they chose the organization they did.

Visual: Students will be able to add visuals to their blog to help enhance the development of their characters.

Musical: The student may choose to link music to the blog that they imagine their character would enjoy. This could help explain and develop the personality of their character.

Kinesthetic:

Intrapersonal: Students will be able to work on their blog posts individually.

Interpersonal: All students will have access to the blogs of their peers. This will allow for conversations to be had about the effectiveness and development of the characters.

Type II Technology:

Blog

Rationale: Multiple strategies are considered when designing this lesson. Options are given for students of different intelligences, and the lesson can be catered to an individual if the teacher sees fit. This knowledge will be assessed and instituted by the teacher throughout the entirety of the lesson and the unit.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: Students have the freedom to take the blog wherever they choose as long as it is focused on the assigned topic. Previous knowledge of the blogging tool will ensure that the teacher has good knowledge and understanding of the tools the students will be using.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

Rationale: Students will be able to design their own blog focused on the development of characters. Content learning will be at a maximum because of the classroom format and the students freedom to create and develop a unique character.